

## Lake Murray Elementary

1531 Three Dog Road  
Chapin, SC 29036

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	766 Students	
<b>Principal</b>	Claire Thompson	803-732-8151
<b>Superintendent</b>	Mr. TEC Dowling	803-732-8000
<b>Board Chair</b>	Paula Hite	803-749-1387

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	0	0	0	0

### IMPROVEMENT RATING

EXCELLENT

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Excellent	Yes

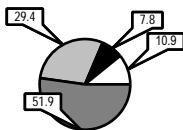
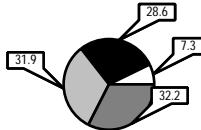
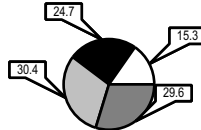
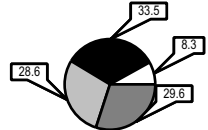
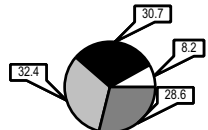
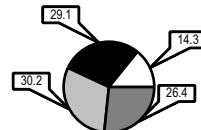
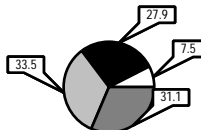
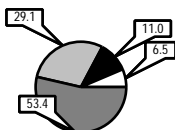
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	397	100.0	11.6	29.1	51.5	7.7	68.0	Yes	Yes
<b>Gender</b>									
Male	233	100.0	15.4	30.8	48.9	4.8	61.7		
Female	164	100.0	6.2	26.7	55.3	11.8	77.0		
<b>Racial/Ethnic Group</b>									
White	377	100.0	11.1	28.5	52.3	8.1	69.4	Yes	Yes
African American	13	100.0	33.3	50.0	16.7	0.0	25.0	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	328	100.0	5.0	29.8	56.4	8.8	74.9		
Disabled	69	100.0	42.0	26.1	29.0	2.9	36.2	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	397	100.0	11.6	29.1	51.5	7.7	68.0		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	395	100.0	11.7	28.8	51.8	7.8	68.4		
<b>Socio-Economic Status</b>									
Subsidized meals	46	100.0	26.1	43.5	26.1	4.3	37.0	Yes	Yes
Full-pay meals	351	100.0	9.6	27.2	55.0	8.2	72.2		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	397	100.0	8.0	31.7	32.0	28.4	74.2	Yes	Yes
<b>Gender</b>									
Male	233	100.0	9.7	27.8	30.0	32.6	75.3		
Female	164	100.0	5.6	37.3	34.8	22.4	72.7		
<b>Racial/Ethnic Group</b>									
White	377	100.0	7.0	31.7	32.0	29.3	75.3	Yes	Yes
African American	13	100.0	33.3	33.3	33.3	0.0	41.7	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	328	100.0	4.1	30.7	34.2	31.0	79.9		
Disabled	69	100.0	26.1	36.2	21.7	15.9	47.8	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	397	100.0	8.0	31.7	32.0	28.4	74.2		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	395	100.0	8.0	31.3	32.1	28.5	74.4		
<b>Socio-Economic Status</b>									
Subsidized meals	46	100.0	15.2	56.5	21.7	6.5	43.5	Yes	Yes
Full-pay meals	351	100.0	7.0	28.4	33.3	31.3	78.4		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	397	100.0	15.7	30.4	29.4	24.5	53.9
<b>Gender</b>							
Male	233	100.0	15.9	26.4	31.7	26.0	57.7
Female	164	100.0	15.5	36.0	26.1	22.4	48.4
<b>Racial/Ethnic Group</b>							
White	377	100.0	14.1	30.1	30.4	25.5	55.8
African American	13	100.0	58.3	33.3	8.3	0.0	8.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	328	100.0	12.9	29.8	28.8	28.5	57.4
Disabled	69	100.0	29.0	33.3	31.9	5.8	37.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	397	100.0	15.7	30.4	29.4	24.5	53.9
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	395	100.0	15.3	30.6	29.5	24.6	54.1
<b>Socio-Economic Status</b>							
Subsidized meals	46	100.0	37.0	37.0	21.7	4.3	26.1
Full-pay meals	351	100.0	12.9	29.5	30.4	27.2	57.6

<b>Social Studies</b>							
All Students	397	100.0	8.8	28.6	29.4	33.2	62.6
<b>Gender</b>							
Male	233	100.0	10.6	25.6	26.4	37.4	63.9
Female	164	100.0	6.2	32.9	33.5	27.3	60.9
<b>Racial/Ethnic Group</b>							
White	377	100.0	7.9	28.2	29.3	34.7	64.0
African American	13	100.0	33.3	41.7	25.0	0.0	25.0
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	328	100.0	5.6	28.8	30.4	35.1	65.5
Disabled	69	100.0	23.2	27.5	24.6	24.6	49.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	397	100.0	8.8	28.6	29.4	33.2	62.6
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	395	100.0	8.8	28.2	29.5	33.4	63.0
<b>Socio-Economic Status</b>							
Subsidized meals	46	100.0	21.7	47.8	21.7	8.7	30.4
Full-pay meals	351	100.0	7.0	26.0	30.4	36.5	67.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	118	100.0	10.2	18.6	50.0	21.2	71.2
	4	123	100.0	9.0	27.0	60.7	3.3	63.9
	5	119	100.0	7.6	44.1	40.7	7.6	48.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	134	100.0	10.7	20.6	50.4	18.3	68.7
	4	127	100.0	12.2	28.5	55.3	4.1	59.3
	5	136	100.0	9.9	38.9	50.4	0.8	51.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	118	100.0	11.0	46.6	28.0	14.4	42.4
	4	123	100.0	4.1	36.1	35.2	24.6	59.8
	5	119	100.0	6.8	28.8	26.3	38.1	64.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	134	100.0	7.6	41.2	32.1	19.1	51.1
	4	127	100.0	8.9	22.8	32.5	35.8	68.3
	5	136	100.0	5.3	31.3	32.1	31.3	63.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	134	100.0	16.0	28.2	40.5	15.3	55.7
	4	127	100.0	12.2	32.5	27.6	27.6	55.3
	5	136	100.0	17.6	30.5	20.6	31.3	51.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	134	100.0	3.1	22.1	31.3	43.5	74.8
	4	127	100.0	8.1	26.0	33.3	32.5	65.9
	5	136	100.0	13.7	37.4	24.4	24.4	48.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 766)</b>				
First graders who attended full-day kindergarten	93.9%	Down from 95.0%	97.5%	100.0%
Retention rate	1.4%	Up from 0.4%	1.4%	3.0%
Attendance rate	97.0%	Down from 97.3%	96.9%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.5%	Down from 1.9%	0.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%	Down from 2.2%	0.8%	3.2%
Eligible for gifted and talented	33.2%	Down from 42.8%	35.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.6%	Up from 5.1%	6.1%	8.2%
Older than usual for grade	0.1%	Up from 0.0%	0.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 58)</b>				
Teachers with advanced degrees	67.2%	Down from 67.3%	58.0%	52.6%
Continuing contract teachers	81.0%	Down from 85.7%	90.0%	83.3%
Highly qualified teachers	94.1%	Up from 93.3%	94.1%	93.5%
Teachers with emergency or provisional certificates	2.0%	Down from 2.3%	0.0%	0.0%
Teachers returning from previous year	89.9%	Up from 88.5%	89.5%	87.0%
Teacher attendance rate	93.6%	Down from 95.3%	94.7%	95.0%
Average teacher salary	\$43,803	Up 4.6%	\$42,862	\$41,703
Prof. development days/teacher	12.1 days	Down from 13.9 days	11.8 days	12.8 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 20.9 to 1	20.8 to 1	18.8 to 1
Prime instructional time	89.3%	Down from 91.5%	90.7%	89.8%
Dollars spent per pupil*	\$6,731	Down 1.8%	\$5,641	\$6,242
Percent of expenditures for teacher salaries*	64.6%	Down from 64.9%	67.2%	65.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.8%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

"Our mission at Lake Murray Elementary School, where everyone cares to learn and learns to care, is to develop lifelong learners and responsible citizens, prepared to embrace challenges and changes by ensuring a multifaceted curriculum instilling respect for self and others, and nurturing positive relationships within communities." Development of character and academic achievement are hallmarks of Lake Murray Elementary.

Students at Lake Murray Elementary School (LMES) have many opportunities to develop positive character. Our school focuses on monthly character traits that are emphasized through reading and discussing common stories and books across all grade levels. Students are recognized through the PAWS Good Citizen award and the WOW award for demonstrating good character. Students are nominated by staff members for the Character Crew for their positive actions. Students are also recognized for citizenship and participation in school and community service projects. Through these many activities, LMES emphasizes demonstrating caring for others and responsible citizenship.

Academic achievement is also emphasized in our school. In June, LMES was one of 132 schools out of 833 elementary schools in South Carolina recognized by the Education Oversight Committee for closing the achievement gap. LMES students are challenged to excel through an emphasis on assessment guiding instruction. Through formal and informal assessments, teachers identify the strengths and weaknesses of students and differentiate the instruction based on the child's needs. This year, students in second through fifth grade were administered the MAP assessment to assess individual student progress from the fall administration to the spring administration. Teachers were then able to take the information and design instruction to meet the needs of the students. To challenge our identified gifted and talented students in fourth and fifth grades, LMES provided AGP services through high levels of instruction in the content areas. Students needing extra assistance are provided help through programs such as Reading Recovery, SOAR to Success and tutoring with the expectations coach and through teacher directed small group instruction. High expectations are held across all grade levels for students to achieve their best.

Our school emphasizes the importance of a strong learning community through fall and spring festivals, family night dinners, family movie nights, portfolio writing parties, PTO student performances, and curriculum nights and Open Houses. We depend on our parents and community for their support of our school efforts. The many volunteer hours provided by our parents, the positive character of our students, and the excellent instruction that leads to high academic achievement - all combine to make our school a place of excellence.

Claire Thompson, Principal  
John Adams, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	29	134	64
Percent satisfied with learning environment	100.0%	94.7%	93.7%
Percent satisfied with social and physical environment	100.0%	91.7%	92.1%
Percent satisfied with school-home relations	100.0%	91.6%	85.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.